

Special Education Strategic Plan for Student Achievement

District: San Dieguito Union High School District

Date of this revision: June 7, 2018

The Special Education Strategic Plan is a plan of action to improve outcome for students with disabilities in the San Dieguito Union High School District.

The Special Education Strategic Plan is the result of the work of the Special Education Task Force. The Task Force was comprised of representatives from all stakeholder groups, including parents, teachers, administrators, transition specialists, and staff. Task Force members participated in eleven collaboration sessions that spanned over eight months; investing over 50 hours of teamwork. During each session, members discussed the current status of programs in the district, researched exemplary programs or best practices in the state and nation, reviewed parent survey data, and designed a plan for improving support for students.

The purpose of the Strategic Plan is to define the structure of programs for students with disabilities in order that they may access standards-aligned content, high quality learning environments, individualized support and resources in the least restrictive environment with priority placed on meaningful student involvement. The Strategic Plan is organized around six priorities that compose the backbone of a highly effective special education program. Each priority has a central goal that is aligned to the SDUHSD LCAP, and contains specific action steps/tasks to outline the necessary steps to ensure each goal is implemented in a specific, methodical, and consistent manner. The Strategic Plan is intended to be a broad outline of the structure of the special education program.

A. District Special Education Information

Vision statement:

The San Dieguito Union High School District provides a full continuum of supports and services to each and every student in Special Education so each student is prepared and able to achieve a level of competence, self-reliance, disability awareness and independence, based on their own unique abilities, so each transitions successfully to their future.

Mission statement:

We maintain a “Students First” philosophy. We structure each classroom and educational environment to meet the needs of each and every student.

Our students learn, grow, and thrive in innovative programs that build independence and prepare each student for a successful transition to life after school.

We provide and sustain a balance of life skills, academic skills, social - emotional supports, and transition curricular options based on students’ true and ever changing/evolving abilities, interests, and future goals.

Each student is respected as a unique individual and offered high expectations, not bound by label. Decisions and practices will be student-driven and based on evidence and data.

We support students as they enter the SDUHSD, to prepare each student to be a successful student during their years in the District, focusing on effective communication, organizational skills, and academic supports for instruction and homework.

We provide supports to students so that they each actively participate in their educational processes, including the

IEP process and in activities that increase self -advocacy and self-determination.

We work with parents as partners so that they are well informed and educated about programs and supports available to students within the District as well as when they transition to young adulthood.

We will provide the necessary supports to all staff so that they are informed both of student needs and of evidence-based ways to address and support those needs.

District Special Education Profile:

The San Dieguito Union High School district enrolls 13,019 students in 9 comprehensive middle and high school sites and one alternative education school. There are 1,247 students with an IEP (9.5% of the total population) participating in a continuum of services throughout the district.

[5 Year CASEMIS Data](#)

The San Dieguito Union High School District offers specialized programs as part of the continuum of special education services for students with an Individual Education Program (IEP). The specialized programs are utilized for students who may require unique instructional strategies and small group instruction. Decisions regarding Special Education services and placement can only be made by the IEP team during an IEP team meeting, and can only be made by the entire IEP team, which includes parents. These services include, but are not limited to the following SDUHSD continuum of service options at each school site.

The following are summaries of SDUHSD's continuum of service options for the 17-18 school year:

General Education

First consideration for each student is mainstreaming into the general education setting to the maximum extent appropriate.

Related Services

Related services are provided to students by appropriately qualified specialists/service providers as specified in the IEP. A service provider may work with a student individually, in groups, and/or through consult. The service provider is a team member who supports the student's goal areas specific to their area of expertise.

Liaison/Consult

Service providers consult and collaborate with educational staff and student, as appropriate, to increase the educational benefit for the student in the least restrictive environment.

Co-Taught Content Area Classes

General education classes cooperatively taught by a course-content credentialed General Education teacher and an Educational Specialist. These specific course offerings vary based on student need.

Academic Support

Elective credit course taught in a small-group environment by an Educational Specialist who supports IEP goals as well as a variety of other focused skill areas including, but not limited to, reading intervention, writing intervention, math intervention, study skills, organizational skills and transition skills.

Fundamental

Content area courses taught in a small-group environment by a highly-qualified, content area Educational Specialist who delivers instruction and curriculum that is focused on the grade-level essential standards required to earn diploma credit. These courses do not meet A-G college prep requirements.

Foundational

Content area courses taught in a highly-supported, small-group environment by an Educational Specialist who delivers modified curriculum (at least two years below grade level) and instruction tailored to meet the needs of the students. These courses do not meet diploma credit requirements.

Learning Center (LC)

Diegueno MS, Earl Warren MS, La Costa Canyon HS, Torrey Pines HS

A Learning Center is a supportive program that may be considered by an IEP team for special education students who benefit from the general education classroom or the Fundamental classroom, but necessitate specialized supports in order to access those settings and benefit from their education. The specialized supports are tailored to address substantial needs in skill areas including, but not limited to: academics, behavior, pragmatics, executive functioning, self-regulation and transition. Students in the Learning Center program necessitate direct supports in their general education settings as well as have access to staff support and the Learning Center classroom throughout their school day; individualization is determined based on each student's needs.

Middle School Learning Academy (MSLA)/High School Learning Academy (HSLA)

Diegueno MS, La Costa Canyon HS

MSLA/HSLA are highly-supportive programs that may be considered by an IEP team for special education students who benefit from A to G, College Prep level general education curriculum and instruction, but necessitate specialized supports in order to access these settings and benefit from their education. The specialized supports are tailored to address substantial needs in skill areas including, but not limited to: behavior, pragmatics, executive functioning, self-regulation and transition. Students in these programs travel in supported cohorts throughout both their special education settings (Academic Support courses) and general education settings (Content Area courses) for the majority of their school day; individualization is determined based on each student's needs.

Coastal Learning Academy (CLA)

Canyon Crest Academy

The CLA program is a supportive program that may be considered by an IEP team for special education students who benefit from the A to G, College Prep level courses in the general education classroom, but necessitate specialized supports in order to maintain success. The specialized supports are focused to address substantial needs in skill areas including, but not limited to: behavior, pragmatics, executive functioning, self-regulation and transition. Students in the CLA program necessitate direct supports in their College Prep general education setting as well as direct training/supports in the CLA special education classroom. They have access to CLA staff support throughout their school day as well as team-taught College Prep level courses (specific courses vary from term to term); individualization is determined based on each student's needs.

Seaside Prep

Torrey Pines HS

Seaside Prep is a highly-supported program that may be considered by an IEP team for special education students who benefit from the general education or special education (Fundamental) curriculum. These students necessitate therapeutic supports and a therapeutic small-group environment in order to benefit from their education. The specialized supports are tailored to address significant needs in the areas of, but not limited to: emotional regulation (ie: anxiety, depression, self-injurious behaviors, etc), academics and transition. Students in the Seaside Prep program can receive courses within their therapeutic setting via small group or individual direct-instruction at the Fundamental level as well as independent online coursework (Edgenuity) with supports at the College Prep level. The Seaside prep program provides structured routines, therapeutic supports and program-embedded mental health services. Seaside Prep students will mainstream into the general education setting to the maximum extent appropriate; individualization is determined based on each student's needs.

Social Emotional Academic Success (SEAS)

Diegueno MS, La Costa Canyon HS

The SEAS program is a highly-supported program that may be considered by an IEP team for special education students who benefit from the general education or special education (Fundamental) curriculum. These students necessitate therapeutic supports and a therapeutic small-group environment in order to benefit from their education.

The specialized supports are tailored to address needs in the areas of emotional regulation (ie: anxiety, depression, self-injurious behaviors, etc), academics and transition. Students in the SEAS program can receive courses within their therapeutic setting via small group or individual direct-instruction at the Fundamental level. The SEAS program provides structured routines, behavior systems (including a level system), therapeutic supports and program-embedded mental health services. SEAS students will mainstream into the general education setting to the maximum extent appropriate; individualization is determined based on each student's needs.

Transitional Academic Program (TAP)

Carmel Valley MS, Oak Crest MS, La Costa Canyon HS, Torrey Pines HS

TAP is a highly-supportive program that may be considered by an IEP team for students whose special education needs are more significant and who benefit from a highly individualized and modified curriculum delivered in a mixture of both special education (Foundational) and general education settings (mainstreaming to the maximum extent appropriate). These students necessitate specialized small group supports in order to benefit from their education. The specialized supports are tailored to address substantial needs in the skill areas including, but not limited to, foundational academics, behavior, pragmatics, health, community connections, career/vocational, social/interpersonal and independent living; individualization is determined based on each student's needs.

Functional Life Skills (FLS)

Oak Crest MS, La Costa Canyon HS, Torrey Pines HS

FLS is a highly-supportive program that may be considered by an IEP team for students whose needs are found to be moderate/severe and who benefit from a highly individualized, modified, functional-skill based curriculum delivered primarily in the special education (Functional) setting, with mainstreaming into the general education setting to the maximum extent appropriate. These students necessitate an increased amount of 1:1 or very small group supports in order to benefit from their education. The specialized supports are tailored to address significant needs in the skill areas including, but not limited to: functional/applied academics, behavior, pragmatics, health, community connections, career/vocational, recreation/leisure and social/interpersonal; individualization is determined based on each student's needs.

Adult Transition Program (ATP)

La Costa Canyon HS

ATP is a highly-supportive program that may be considered by an IEP team for special education, transition-age youth (approximate ages 18-22) who have not received a high school diploma, but have participated in four years of high school. These students continue to benefit from a highly individualized and modified specialized curriculum delivered in a mixture of both special education and community based settings. The specialized curriculum focuses on student needs in the skill areas including, but not limited to: independent living, career/vocational, recreation/leisure, social and interpersonal and community connections; individualization is determined based on each student's needs.

B. District Special Education Student Performance Data

See Appendix A for multi-year student performance data tables

Special Education Performance Summary

The following data sets were presented to the group and considered for development of the special education strategic plan:

- [Special Education Achievement Data](#)
- [2015-2016 San Dieguito Union High School District Annual Performance Measures](#)
- [Elective Enrollment for Students on an IEP](#)
- [Career Tech Ed Enrollment for Students on an IEP](#)
- [D and F rates for Students on an IEP](#)
- [Advanced Placement Enrollment for Students on an IEP](#)
- [Truancy Rates for Students on an IEP](#)
- [List Fundamental Courses](#)
- [Hanover Research Survey Results](#)

C. Involvement Process

Involvement Process: How was the Task Force involved in the development of the plan?

The San Dieguito Union High School District Special Education Task Force is comprised of stakeholders in the district who support our students with an IEP. Members include parents, administrators, general education and special education teachers, and support staff. Stakeholders met throughout the 2017-18 school year to develop a strategic plan for students with an IEP within SDUHSD. Meetings were held on the following dates:

- Wednesday, October 11, 2017 - 9:45am-2:15pm @ La Costa Canyon High School
- Monday, October 30, 2017 - 9:45am-2:15pm @ Oak Crest Middle School
- Tuesday, November 28, 2017 - 9:45am-2:15pm @ Canyon Crest Academy
- Wednesday, December 20, 2017 - 9:45am-2:15pm @ San Dieguito Academy
- Wednesday, January 17, 2018 - 9:45am-2:15pm @ Carmel Valley Middle School
- Tuesday, February 13, 2018 - 9:45am-2:15pm @ Diegueno Middle School
- Wednesday, March 14, 2018 - 9:45am-2:15pm @ Pacific Trails Middle School
- Wednesday, April 18, 2018 - 9:45am-2:15pm @ District Office Large Board Room
- Wednesday, May 2, 2018 - 9:45am-2:15pm @ Oak Crest Middle School
- Wednesday, May 23, 2018 - 9:45am-2:15pm @La Costa Canyon High School

Meetings were facilitated by Ms. Maureen O’Leary Burness and were formatted to include presentations by Ms. Burness and district staff on the requirements of IDEA; data; and programs; as well as opportunities for stakeholders to work collaboratively to develop a mission and vision for special education, and to identify specific goal areas and strategic plan steps for special education. Special Education Task Force members visited classrooms representing the continuum of services at both the middle and high school level.

At the end of each meeting, Ms. O’Leary Burness asked Task Force members, the following three questions to consider so as to then provide feedback for future agenda development:

- a. What data points do we still need to explore?
- b. What else, generally, do you need to do your work?
- c. What questions do you have?

During the strategic planning process, the following presentations were made to the group:

- California Special Education Task Force Report: Mark Miller, Associate Superintendent, Administrative Services
- Individuals with Disabilities Education Act (IDEA): Maureen O’Leary Burness, Facilitator
- San Dieguito Union High School District (SDUHSD) Continuum of Services: SDUHSD Special Education Staff
- SDUHSD Special Education Data: Julie Goldberg, Teacher on Special Assignment for Categorical Programs
- Evidenced Based Practices Research Articles on Special Education Delivery Models: Maureen O’ Leary Burness, Facilitator
- Facilities: John Addlemen, Executive Director, Planning Services
- Special Education Financing in California: Maureen O’Leary Burness, Facilitator
- SDUHSD Special Education Financing: Tina Douglas, Associate Superintendent, Business Services
- Hanover Special Education Survey Results: Mark Miller, Associate Superintendent, Administrative Services
- Curriculum and Instruction: Dr. Michael Grove, Associate Superintendent, Educational Services
- SDUHSD LCAP Priorities 2017-2020: Julie Goldberg, Teacher on Special Assignment for Categorical Programs

SDUHSD contracted with Hanover Research to collect stakeholder feedback on perceptions of special education services within the district. The survey was administered to parents of students with an IEP, general education parents, district staff, and district administrators.

D. Planned Improvements in Student Performance

The Special Education Task Force has analyzed the student performance data of students in special education and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

Special Education Goal #1: Transitions/College/Career Readiness/Post-School

The District will provide appropriate resources to support transition planning and implementation for each and every student with an IEP in order to facilitate effective transitions, from entry to the district through graduation or a completion of a certificate, with a focus on services, goals, and post-school objectives.

LCAP GOAL: All district graduates will be college and career ready

LCAP Priority Area: Student Achievement, College/Career Readiness

Targeted Pupil Student group(s): Students with IEPs.

Rationale:

There is a [need for students with IEPs](#) to be more successful through supportive, successful transitions from elementary to middle school, middle to high school, and high school to post-school objectives.

Stakeholder feedback demonstrated the need for transition support (i.e. elementary to middle, middle to high, high to post-school options), which showed the need for better communication with students and their families as they enter and matriculate through the system, as well as for a continued focus on strengthening the relationships with local community colleges and local vocational programs.

Expected Annual Measurable Outcomes:

For students with an IEP, an increase the percent prepared and approaching prepared on the College and Career Indicator on the California School Dashboard by 2%.

Strategy:

The district will provide appropriate support to each and every student’s transition planning and implementation of services from entry to the District through graduation and/or post-school objectives, by analyzing and determining future programming needs for incoming student populations in order to be anticipatory in planning, as individually determined through the IEP process. The district will develop a transition protocol to address the following:

Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
Upon enrollment to the District, students will develop a vision plan for their future, their Individual Transition Plan, as per IDEA, to be updated annually. It will be based on personal goals, strengths, values, and interests to meet their academic, college, career and/or IEP goals, with specific CTE pathways and/or classes identified, as appropriate.	Case Managers, SDUHSD SpEd Staff	-Intake process or procedures -Will explore resources to support this process though the State Council of Developmental Disabilities.	-Intake process meeting with case managers	Creation/ training ‘18-’19, implementation ‘19-’20
Every student and case manager will maintain an online digital transition profile/portfolio that begins when they enter 7th grade, to serve as a real time living document, to be populated and updated as the student progresses. The transition portfolios, as adopted by the District, “Californiacolleges.edu” will serve as a means of documenting progress toward their post-secondary-goals.	Case Managers, SDUHSD SpEd Staff	-californiacolleges.edu -Opportunities for exploration	Work samples, logs, assessment results	Creation/ training ‘18-’19, implementation ‘19-’20
Students will build skills necessary for work experience development, including marketable skills transferable to a job, as appropriately related to each student’s ITP/transition portfolio.	Student, Case Manager/Ed Specialist, Parent, IEP Team	-Curriculum -Time -Training for staff	-Goal progress in IEP.	Creation/ training ‘18-’19, implement

		- Staff assigned to this responsibility -Transition Specialist		ation '19-'20
Career Readiness: Students will have access to an expanded choice of career interest inventories as part of their exploration of career possibilities.	Education Specialists	-Transition specialist	Results will be included in the ITP.	Creation/training '18-'19, implementation '19-'20
The District will expand the current College and Career fair to include more vocational options. In addition, the district will explore extending the time of the event to include a "sensory friendly" option for students with disabilities and opportunities to support increased attendance for students with disabilities.	-District and Site Staff	-Organizations and schools to attend event -Transition specialist	Hosting annual event	Creation/training '18-'19, implementation '19-'20
The District will build community partnerships with local companies to encourage more opportunities for participation of students in work experiences.	-District and Site Staff	-Local agencies and companies to participate -Transition specialist	Established community partnerships	Creation/training '18-'19, implementation '19-'20
College Readiness: The District will expand an Education specialist'(s) ability to communicate /current labor opportunities, etc. for post-secondary options, including colleges/universities with disability resource centers.	-Education Specialists and/or other district staff			Creation/training '18-'19, implementation '19-'20

Special Education Goal #2: Communication

In order to facilitate trust and collaboration among all stakeholders, the District will develop a transparent, consistent and comprehensive system of communication.

LCAP GOAL: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents

LCAP Priority Area: School Climate and Culture

Targeted Pupil Student group(s): (If applicable) Students with IEPs

Rationale:

Per the Hanover Research survey results (2017), community education and district transparency were common areas of need for all stakeholders who participated in the survey.

Respondents to the Hanover Research survey indicated the following baseline data in communication:

- Translators provided when needed - 61%
- responding to parent questions or requests - 65%
- updating progress with parents - 64%
- involving parents in school events and activities - 65%
- updating parents on their child’s behavior - 54%
- providing ongoing supports to parents - 51%
- including parents in events and activities - 37%

Expected Annual Measurable Outcomes:

For parents of students with an IEP, LCAP survey data will demonstrate an increase in parent satisfaction with district communication by 5%.

Strategy:

The District will develop a transparent, consistent and comprehensive system of communication in order to facilitate trust and collaboration among all stakeholders.

Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
The District will actively promote a digital Special Education “ <i>Parent Handbook</i> ” that provides information regarding the IEP process, progress on goals, continuum of services available in SDUHSD, program locations, transition process, continuum of services, and make it available to stakeholders on the District website, including through each site.	District staff member and parent volunteers	Staff Member time	District website Parent feedback	annually
School site/District websites will be updated/created to be easily navigated and accessible, with information on the Special Education department., e.g., with current programs, staff, contact info, district information, etc.	District Staff Site principals	District Staff member to update	Measure visibility, access and availability of website (visual check of website) Monitor regular updates	quarterly
School site staff will ensure consistent information about school events and activities to parents/ legal guardians.	School site staff		-Annual LCAP survey	
The District will partner with the North Coastal Consortium for Special Education (NCCSE) to provide SELPA-wide parent informational sessions focusing on education, training, and employment within the district.	Collaboration between district and SELPA staff and community members (e.g. parents, community leaders, etc.)	-Space to meet -training	Parent participation at meetings; “Exit slip” surveys after training to	TBD

			inform areas of improvement, needs, parent/ community feedback	
The District will make available to parents information on outside agencies/programs/resources (e.g. Mira Costa, DOR, SDRC, etc.) to best inform, train, and prepare all stakeholders for specific post-high school opportunities.	Program/ Education Specialists; Transition Specialist; School General Education Counselors; Parents/Students	Central special education transition website or current district College and Career webpage, Paper copies, Field trips	Internal transition survey LCAP survey	Annually, Semi-annually Creation/ training '18-'19, implementation '19-'20

Special Education Goal #3: Curriculum/Instruction/Programs

Programs within the district will develop and implement specific, evidence-based instructional materials and strategies, appropriate to support each Special Education service, on an ongoing basis, driven by students' IEPs/individual transition plans (post- secondary education, employment, and independent living skills.) The District will allocate the necessary resources and provide staffing to support the delivery of each service, on an ongoing basis.

Services across the district will be strategically evaluated for utility and localization of equitable resources as related to student needs and stakeholder involvement.

LCAP GOAL: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level; All district graduates will be college and career ready.

LCAP Priority Area: Student Achievement, College/Career Readiness

Targeted Pupil Student group(s): Students with IEPs

Rationale: To ensure equity of curriculum and resources for all students: All students with IEPs need to leave the District with either a diploma or a certificate of completion, and therefore require the range of opportunities to successfully meet requirements for one or the other, through access to supports necessary to complete academic and extracurricular programming.

Quarter 1, 2017-18 34% of students on an IEP had a D or an F, compared to 13% of students not on an IEP.

Expected Annual Measurable Outcomes:

Reduce the percentage of students with IEPs receiving a D or F by 5%

For students who utilize a functional curriculum, the district will identify a measure to monitor student progress in addition to IEP goal and objectives.

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Strategy:
The district will allocate the necessary resources and provide staffing to develop and implement evidenced-based instructional materials and strategies appropriate to support each special education service, on an ongoing basis.

Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
For students in fundamental, foundational, and functional courses, to ensure access to the California State Standards, the District will explore opportunities to appropriately follow the aligned curriculum, implementing a standardized curriculum to be used district-wide for the continuum of special education services.	Curriculum and Instruction Committee, including Special Education staff/parent	Funding / time	Inventory/assessment of literature offered	Annual
To ensure access to the adopted California State Standards curriculum for students with IEPs, the District will ensure there are appropriate supplemental materials for all core content area classes.	Curriculum and Instruction Committee, including Special Education staff/parent	Funding	Inventory/assessment of curriculum offered	Annual
The District will ensure that each student has access to a range of appropriate elective offerings on all school sites, as available.	Site Principals; Department Chairs (e.g. VAPA, CTE, Elective, etc.) Program Supervisors	Funding (if new courses are offered, training, staffing, etc.)	Internal survey Data from Aeries/SEIS	Annual

The District will create and implement consistent and standardized skills continuum for an Academic Support class with supports and resources across all sites.	District Special Ed team	Funding for development of course outline and possible curriculum	Development of course outline	2018-19
Students will have embedded in their program access to information that presents options and pathways (program availability, CTE, apprenticeships, employment, and the like) for subsequent years and for post-graduation.	Education Specialists, Teachers, Counselors Transition Specialist	Digital Resources for case managers and counselors to access		Ongoing
Behavioral Health: Continue the development and implementation of a districtwide multi-tiered system of behavioral health scope and sequence to identify resources to best meet the needs of at-risk student populations in a timely and effective manner.	District Office Site Administrations Program/Education Specialists General Education Teachers Parents/Students	Appropriate and adequate staffing Time Training opportunities	California Healthy Kids Survey results, Internal survey data Aeries reports (e.g. Interventions)	Biannually Annually Quarterly
In order to provide prompt access to behavioral health services from well-qualified professionals with training and/or experience with students with special needs, the district will establish protocol and timelines for proactive and preventative behavioral mental health supports and interventions.	Administrators, program supervisors, school psychologists, ed specialists, counselors, social workers, ERMHS support providers, SLPs	Funding, training, personnel	Healthy Kids Survey bi-annually, tracking timeline from identifying concern to supports implemented in IEP plan	Ongoing

Special Education Goal #4: Professional Development and Staffing to Support Staff

The district will adopt a professional development plan utilizing evidence-based practices to prepare and support all staff so they are able to provide IEPs and services to meet students' individual needs, and will allocate the necessary resources and staffing to provide support in fulfilling students' IEP needs.

LCAP GOAL: Provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff.

LCAP Priority Area: Student Achievement and College/Career Readiness

Targeted Pupil Student group(s): All students, especially students with IEPs

Rationale:

Through surveys and input from stakeholders, needs were identified as outlined in actions/tasks for more consistent and applicable district-wide professional development. The stakeholders who should be involved in professional development are defined as follows:

- a. Education Specialists (Case Managers and Special Ed teachers)
- b. General Education Teachers
- c. Instructional Aides
- d. Support providers (Speech-language Pathologists, Occupational Therapists, School Psychologists, APE teachers, Physical Therapists, EMRHS Therapists, Assistive Technology Specialist, Counselors, Workability/TPP)
- e. Administrators (Principals, Assistant Principals, Program Supervisors, and District-level Personnel)

Expected Annual Measurable Outcomes:

Documentation of a systematic professional development plan in place throughout the district.

Data generated from amount of training, implementation of training programs, and staff input will create baseline for annual criteria on progress of professional development across district.

Strategy:

Improve the supports to all staff working with students with special needs in order to make the environment for learning priority #1 by developing and allocating resources toward a comprehensive professional development plan for all district staff.

Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
<p>To ensure that teachers have access to meaningful, timely and relevant professional development that translates to classroom and student needs, the District will survey teachers and school staff on their needs for professional development, then develop and prioritize a comprehensive professional development plan to ensure systematic training and updates for all stakeholders, This may include, but not be limited to:</p> <ul style="list-style-type: none"> a. Special education delivery models (nesting, co-teaching, etc.) and the use of evidence-based practices in the area of inclusive practices; b. Managing special education programs on school sites for administrators and leaders; c. Information on developing and implementing a systematic data collection and analysis method for progress on goals; d. Information on available post-high-school options, including community and 4-year 	<p>Administrators, Dept Chairs, Program Supervisors, School Psychologists District Office</p>	<p>Time, funding, professional development resources</p>	<p>Surveys, outline of co-teaching models used in district; Evidence of professional opportunities offered Grades of students, survey of student progress, outline of Academic Support class expectations, student portfolios, IEPs, Student CAASPP/CAPA test scores, Aeries imports, surveys,</p>	<p>Annually, ongoing</p>

<p>colleges which offer supports to students with disabilities;</p> <p>e. Transition assessments and activities to support student ITPs;</p> <p>f. Writing legally compliant IEPs and ITPs;</p> <p>g. Social-emotional learning supports;</p> <p>h. Effective use of instructional aides.</p>			evidence staff attended training,	
<p>District and sites will develop a staffing and training process for Instructional Assistants in order to timely recruit and retain the best staff possible to implement the district's vision of supports.</p>	<p>District Office, Human Resources Services in collaboration with the Special Education Department, school sites</p>	<p>Appropriate and adequate staffing to implement the plan; time</p>	<p>Documentation of an onboarding process for new Instructional Assistants to the district.</p>	<p>Ongoing</p>
<p>Site leadership will work with Special Education teachers to best utilize their Professional Learning Community (PLC) time and identify resources to collaborate with one another on expected student learning outcomes, student assessments, support and intervention strategies, curriculum and instruction, and best practices across the district.</p>	<p>Special Ed teachers, Ed Specialists, and Site Leadership</p>	<p>Master Scheduling to allow for PLC time</p>		<p>Ongoing</p>
<p>The Task Force members request a review of the need for aides to work full time and qualify for benefits.</p>	<p>District Staff</p>	<p>Funding</p>		
<p>The district will investigate evidenced based program models in other districts, whose results have proven to be effective for students with disabilities and how a similar program model may be incorporated into the SDUHSD continuum of services.</p>	<p>District staff</p>	<p>Special Education and Education Services Departments</p>		

Special Education Goal #5: Meaningful Student Involvement/Inclusion

Each site will cultivate and ensure the creation of a culture/school environment that prioritizes and ensures meaningful inclusion opportunities, and emphasizes access, support and participation through mainstreaming and reverse mainstreaming as well as classroom and extracurricular opportunities for all students in the district.

LCAP GOAL: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents

LCAP Priority Area: School Climate and Culture

Targeted Pupil Student group(s): All students, especially students with IEPs

Rationale: All students are provided with equitable access and opportunities.

Expected Annual Measurable Outcomes:

Establish a baseline to determine levels of participation in all school activities (e.g. plays, sports, clubs, etc.) for students across populations receiving supports through an IEP.

Strategy:

Each site will establish/utilize a group/committee to 1) define, establish, and/or maintain an inclusive school culture, and 2) establish and evaluate inclusion opportunities in classes and extracurricular activities that are safe and appropriate for students receiving services through an IEP.

Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
Each site will continue to support and provide accessible and integrated opportunities, and research expanded opportunities for extra curricular activities for all students (e.g., reverse mainstreaming, Peer- to-Peer driven “Student Mentor Programs”,)	All stakeholders	Funding (e.g. training, staffing, etc.)		Annual
The District will create and establish a continuum of service models, focused on inclusive teaching practices (e.g. nesting, co-teaching, reverse inclusion, etc.).	Coordinating Council, Curriculum and Instruction Department, Administrative Services BTSA (for new teachers)	Funding (e.g. training, staffing, etc.)	Teacher/ staff/ student participation numbers Internal survey data	Annual
To ensure appropriate inclusion opportunities for students in special programs, or for students who spend the majority of their day in the special education environment, IEP teams’ annual discussions will include the opportunity to discuss access, participation, and support of each individual student with disabilities according to their specific needs.	IEP teams, Education Specialists	Funding, Inclusion opportunities, Possible professional development opportunities	Examination of Individual Transition Plans for inclusion language	Annual
School sites will collaborate with students and parents to implement Ability Awareness education and activities with the goal of providing information to all key stakeholders at school sites to best support students with a disability across the range of their needs.	Site leadership, Students, parents, and school staff	Time, funding, professional development resources	Student/ parent surveys, students discussion group	Annual, ongoing

Special Education Goal #6: Oversight and Accountability

GOAL: Establish a data system to evaluate identified areas of the strategic plan.

Targeted Pupil Student group(s): Students with IEPs

Rationale:

In order to be accountable to an adopted plan, an adopted way of monitoring and evaluation is needed.

Expected Annual Measurable Outcomes:

There will be an annual report of the collected data of this plan to be presented annually to the Board as part of the District's communication outreach.

Strategy:

The District will establish a process which provides oversight and accountability of the adopted Special Education strategic plan, annually.

Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
Establish a special education advisory forum made up of one representative parent ambassador from each site to meet with district and site staff quarterly to receive updates to address policies, procedures, and guidelines such as: <ul style="list-style-type: none"> Gather evidence and data to review, monitor, and discuss implementation of the Special Education Strategic Plan; 	District Office Site Leadership Parent Volunteers Staff volunteers Stakeholder representative volunteers	-Space to meet -training volunteers -funds for substitute staff, if needed; trainers, etc.)	Documentation of quarterly meetings	Quarterly; Annual report to the Board

<ul style="list-style-type: none"> • Newsletter with parent updates (3 times annually); • Special education issues and concerns within the district; • Collaboration between district staff and parents/community members for the development of a parent handbook; <p>Site councils will review the Special Education Strategic Plan along with the Single Plan for Student Achievement.</p>				
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F. Special Education Task Force Membership

The Special Education Task Force is comprised of representatives of: parents, teachers, administrators, and support staff across schools in the San Dieguito Union High School District. The make-up of the Special Education Task Force was as follows:

Names of Members	Administrators	Classroom Teacher	Related Service Provider	Counselor	Parent or Community Member	Transition/Workability	Other
Maureen O’Leary Burness							X
Karen Rusnak					X		
Kent McIntyre					X		
Nancy Lazerson					X		
Sophy Chaffee					X		
Julie Law-Cheeseman					X		
Amy Flicker					X		

Joanne Stress					X		
Liz Dargan		X					
Elizabeth Marshall		X					
Kellie Maul		X					
Diane Dekker		X					
Paula Goodfellow			X				
Erin Charnow		X					
Mark Van Over		X					
Duncan Brown				X			
Matt Livingston		X					
Roxzana Sudo		X					
Nathan Molina						X	
Elizabeth Delval						X	
Rob Coppo	X						
Jeremy Meadows	X						

Briehna Weatherford	X						
Cara Dolnik	X						
Tiffany Hazlewood	X						
Numbers of members in each category	5	8	1	1	8	2	1

The District Governing Board approved this initial Special Education Strategic Plan on_____.

San Dieguito Board of Trustees
Board President

Superintendent